



## CLYDE ELEMENTARY SCHOOL

4182 Old Clyde Road  
Clyde, North Carolina 28721  
Phone: (828) 627-2206  
Fax: (828) 627-1471

*Principal: Mr. Byron Burnette*  
*Assistant Principal: Mrs. Amy Tiller*

Parents, students, teachers, and principals of Clyde Elementary are jointly committed to high quality teaching and learning experiences and agree to the following:

**PARENT/GUARDIAN:** I want my child to succeed. Therefore, I will encourage him/her by doing the following:

- Ensure that my child attends school each day and arrives on time.
- Provide a quiet place/time to do schoolwork and encourage my child to complete schoolwork.
- Encourage my child to read at home daily.
- Communicate regularly with my child's teacher.
- Make an effort to attend parent/teacher conferences and other school sponsored activities.
- Support the school procedures, policies, and its efforts to maintain proper discipline.
- Show respect and support for my child, the teacher, and the school.

**STUDENT:** It is important that I work to the best of my ability. Therefore, I will strive to do the following:

- Attend school regularly and be on time.
- Come to school prepared with my homework and supplies.
- Complete all my classwork and homework in a timely manner.
- Do my best in my work and behavior.
- Work cooperatively with adults and classmates.
- Obey the classroom, school, county, and bus rules.
- Show respect for myself, my parents, my school, my teacher, my classmates, and other school personnel.

**TEACHER:** It is important that students achieve. Therefore, I will strive to do the following:

- Provide a safe, positive, and healthy learning environment for each child.
- Provide appropriate activities for academic improvement.
- Strive to address and inform parents of the individual needs of students.
- Maintain open lines of communication with students and their families.
- Schedule parent/teacher conferences when appropriate.
- Show respect for each child and his/her family.

**PRINCIPAL:** I support this form of parent involvement. Therefore, I shall strive to do the following:

- Provide a safe environment for all.
- Provide an environment that allows for positive communication between administration, teacher, parent/guardian, and student.
- Make informed decisions with input from many sources that will benefit all students.

We agree to the Clyde Elementary School Parent/Guardian/Student/Teacher/Principal Promise.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

*Teach, Learn, Dream, Achieve*

## English Language Arts Foundational Grade- Level Skills

### **Kindergarten:**

- \*Ask/ answer questions about key details in a text.
- \*Retell stories, identify characters/setting
- \*Ask and answer questions about feelings or senses
- \*Recognize common types of text
- \*Recognize the roles of author and illustrator
- \*Understand features of print
- \*Compare and contrast experiences of characters
- \*Phonological awareness: rhyme, syllables, blending
- \*Phonics: letter names and sounds
- \*Present ideas orally expressing ideas understandably
- \*Recognize high frequency sight words
- \*Recognize similarities and differences between texts
- \*Express opinions or preference about a topic or book in writing and drawing

### **1<sup>st</sup> Grade:**

- \*Ask/ Answer questions about key details in the text
- \*Retell stories to demonstrate understanding
- \*Describe characters, settings and major events
- \*Identify words that suggest feelings or senses
- \*Distinguish between fiction/ nonfiction
- \*Identify who is telling the story
- \*Compare and contrast stories and characters
- \*Identify main topic and key details
- \*Describe connections between two individuals, events, ideas or pieces of information
- \*Clarify meaning of words and phrases
- \*Know and use text features to locate key facts
- \*Distinguish between information provided by pictures and information provided by words
- \*Recognize features of a sentence
- \*Phonics: blend, isolate vowels, decode
- \*Write opinion piece with facts
- \*Write narrative with sequence
- \*Recognize a minimum of 225 sight words
- \*Read for fluency

### **2<sup>nd</sup> Grade:**

- \*Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text
- \*Recognize fables/folktales
- \*Describe how characters in a story respond to major events
- \*Recognize lesson/moral
- \*Recognize rhythm and alliteration
- \*Understand plot structure, points of view, and cause /effect
- \*Use information from the illustrations and words in a print or digital text to demonstrate understanding of character, setting, and plot
- \*Identify the main topic of a text
- \*Describe connection between historical events, scientific concepts, or steps in technical procedures
- \*Determine the meaning of words and phrases
- \*Identify the Author's main purpose of a text
- \*Compare multiple versions of a story
- \*Distinguish long/ short vowels, common prefixes and suffixes, irregular spellings
- \*Write complete sentences
- \*Read for accuracy, fluency, and comprehension

### **3<sup>rd</sup> Grade:**

- \*Cite text evidence for assertions
- \*Recount fables/folktales/morals/lessons
- \*Recognize non-literal language
- \*Recognize text parts: scene/stanza/etc.
- \*See historical/scientific relationships
- \*Identify prefixes/common Latin suffixes, word meaning and phrases
- \*Refer to parts of stories, dramas, and poems when working with a text
- \*Distinguishing their own point of view from that of the narrator or characters
- \*Compare and contrast themes, settings, and plots of stories written by the same author
- \*Determine the main idea of a text.
- \*Recount Key Details
- \*Create legible documents with legible handwriting using manuscript and cursive
- \*Use illustrations/graphs/dialogue
- \*Use organization structure/transitions
- \*Read for accuracy, fluency and comprehension
- \*Write opinions and explanations

### **4<sup>th</sup> Grade:**

- \*Cite evidence for inferences from text
- \*Determine theme/main idea
- \*Describe in depth a character, setting, or event using specific details in the text
- \*Determine the meaning of words and phrases including the words that affect meaning and tone
- \*Understand plot structure/characterization/structures of poetry/ drama
- \*Make connections between the text of a story or drama and a visual or oral presentation of the text
- \*Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and cultural literature
- \*Explain events, procedures, ideas or concepts in a historical, scientific, or technical text
- \*Understand narrative voice (1<sup>st</sup>,3<sup>rd</sup>)
- \*Use letter- sound correspondences, syllabication patterns and morphology
- \*Read with accuracy, expression, fluency, and purpose
- \*Write with strong evidence, purposeful organization, transitions, headings, examples, and quotations
- \*Compare and contrast a firsthand and secondhand account of the same topic
- \*Create readable documents through legible handwriting- Cursive

### **5<sup>th</sup> Grade:**

- \*Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text
- \*Determine two or more main ideas and explain how they are supported by key details; summarize the text
- \*Explain the interactions between two or more individuals, events, ideas, or concepts in a historical, scientific or technical text
- \*Determine a theme of a story, drama, or poem
- \*Compare and contrast two or more characters, settings, or events
- \*Determine the meaning of words and phrases recognizing specific word choices that contribute to meaning and tone
- \*Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text
- \*Identify how characters/speakers reflect and respond in texts
- \*Compare multiple texts (folktale/myth)
- \*Understand simile and metaphor
- \*Compare themes across genres
- \*Use narrative techniques such as dialogues, pacing, and foreshadowing
- \*Develop and strengthen writing in all types of text
- \*Summarize and paraphrase effectively
- \*Use root words, prefixes, and suffixes to figure out the meaning of unknown words
- \*Compare and contrast the overall structure of events, concepts, ideas or information

## Mathematics Foundational Grade- Level Skills

<p><b>Kindergarten:</b></p> <ul style="list-style-type: none"> <li>*Count quantities of objects, compare sets of objects and represent quantities with numerals within 20</li> <li>*Write numbers 0-20</li> <li>*Model simple addition and subtraction situations with sets of objects within 10 and eventually with equations.</li> <li>*Fluently add and subtract (mentally &amp; orally) within 5</li> <li>*Identify, name, and describe basic two-dimensional shapes, use basic shapes and spatial reasoning</li> <li>*Rote count to 100, counting forward (and backward) from any known sequence.</li> <li>*Compare numerals within 10</li> </ul>	<p><b>1<sup>st</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>*Read and write numerals and represent objects with a written numeral to 100</li> <li>*Count to 150, starting at any number less than 150</li> <li>*Fluently add and subtract within 10</li> <li>*Develop an understanding of addition, subtraction, and strategies for addition and subtraction within 20</li> <li>*Develop an understanding of whole number relationships and place value, including grouping in tens and ones</li> <li>*Develop an understanding of linear measurement and measuring lengths as iterating length units</li> <li>*Reason about attributes of, and compose and decompose geometric shapes</li> <li>*Tell and write time in hours and half-hours using analog and digital clocks</li> <li>*Identify quarters, dimes, and nickels and relate their values to pennies</li> </ul>
<p><b>2<sup>nd</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>*Demonstrate fluency with addition and subtraction, within 20, using mental strategies</li> <li>*Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones</li> <li>*Count within 1,000; skip-count by 5s, 10s, and 100s</li> <li>*Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form</li> <li>*Add and subtract, within 1,000, relating the strategy to a written method</li> <li>*Measure the length of an object in standard units by selecting and using appropriate tools</li> <li>*Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</li> <li>*Solve word problems involving: • Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately. • Whole dollar amounts, using the \$ symbol appropriately.</li> <li>*Reason with shapes and their attributes</li> </ul>	<p><b>3<sup>rd</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>*Demonstrate fluency with multiplication and division with factors, quotients and divisors up to and including 10.</li> <li>*Develop an understanding of multiplication and division and strategies for multiplication and division within 100</li> <li>*Add and subtract whole numbers up to and including 1,000.</li> <li>*Interpret unit fractions with denominators of 2, 3, 4, 6, and 8 as quantities formed when a whole is partitioned into equal parts</li> <li>*Develop an understanding of the structure of rectangular arrays and of area</li> <li>*Describe and analyze two- dimensional shapes</li> <li>*Develop an understanding of measurement and estimation of intervals of time, liquid volumes, and masses of objects</li> <li>*Tell and write time to the nearest minute. Solve word problems involving addition and subtraction of time intervals within the same hour.</li> </ul>
<p><b>4<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>*Solve two-step word problems involving all four operations (addition, subtraction, multiplication, and division) with whole numbers</li> <li>* Read and write multi-digit whole numbers up to and including 100,000 using numerals, number names, and expanded form.</li> <li>*Add and subtract multi-digit whole numbers up to and including 100,000 using the standard algorithm with place value understanding.</li> <li>*Multiply a whole number of up to three digits by a one-digit whole number, and multiply up to two two-digit numbers with place value understanding using area models, partial products, and the properties of operations.</li> <li>*Find whole-number quotients and remainders with up to three-digit dividends and one-digit divisors with place value understanding</li> <li>*Develop an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers involving denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100</li> <li>*Develop an understanding of decimal notation of fractions, and compare decimal fractions</li> <li>*Understand that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry</li> </ul>	<p><b>5<sup>th</sup> Grade:</b></p> <ul style="list-style-type: none"> <li>*Read, write, and compare decimals to thousandths</li> <li>*Demonstrate fluency with the multiplication of two whole numbers up to a three-digit number by a two-digit number using the standard algorithm</li> <li>*Find quotients with remainders when dividing whole numbers with up to four-digit dividends and two-digit divisors using rectangular arrays</li> <li>*Add and subtract fractions, including mixed numbers, with unlike denominators using related fractions: halves, fourths and eighths; thirds, sixths, and twelfths; fifths, tenths, and hundredths.</li> <li>*Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction, including mixed numbers</li> <li>*Use fractions to model and solve division problems</li> <li>*Develop an understanding of volume concepts and relate volume to multiplication and to addition</li> </ul>

\*All Intensive Intervention Classroom students have specific goals set by their Individual Education Plan. Please consult with your child's classroom teacher to discuss the individual year long plan.

Pre-K Goals Include:

- \*Approaches to play and learning
- \*Emotional and social development
- \*Health and physical development
- \*Language development and communication
- \*Cognitive Development